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ABSTRACT

The basic intent of this two-week unit is to help students become aware of the physiological, sociological, and legal aspects of drug use. An effort has been made to avoid being moralistic, in providing the student with the latest information so that he can arrive at intelligent decisions. This teaching guide is divided into topical outlines: the individual, the family, and the community and society. Each section contains objectives, generalizations, suggested activities and procedures from which to choose, bibliographic sources, and methods for evaluation of student understandings. A resource section includes: pretest on knowledge of durgs, an attitude inventory, suggestions for brief lectures, fact sheets, and a guide to multimedia resources. The teaching unit is intended to be used in conjunction with the other three parts of the unit: Teacher's Packet, Box of Resource Materials, and Books and Pamphlets. (JLB)

ED048024

SEPTEMBER, 1970

TEACHING UNIT
Grade 10

MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

HOMER C. ELSEROAD, SUPERINTENDENT OF SCHOOLS

50 000 514

ED048024

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Course of Study
for
YOUTH AND DRUGS

A Unit On Drug Abuse
for
Grade 10

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Bulletin No. 239
Fall 1970

Montgomery County Public Schools
Rockville, Maryland
Homer O. Elseroad
Superintendent of Schools

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Rockville, Maryland

FOREWORD

Montgomery County Public Schools recognizes drug abuse as a serious problem which contributes to the deterioration of our society. The schools as well as the family and the community have important roles in combatting drug abuse. In acknowledgement of the seriousness of the problem and the responsibility of the schools for the welfare of students, the Montgomery County Board of Education adopted a *Policy Statement on Drug Abuse* on July 9, 1970. To fulfill the commitment for drug abuse education as outlined in the drug abuse policy and the accompanying implementation statement, the professional staff, with the assistance of students and consultants, have developed this unit for Grade 10 as part of the K-12 instructional program.

The unit reflects the concern of school and community regarding a significant, contemporary social problem. It is part of our effort to make certain that our children and youth are made aware of the effects of drug abuse on the individual, the family, the community, and society as a whole.

It is hoped that the material in this bulletin will provide the teacher with those instructional resources necessary to carry out a task the need for which has been expressed by both students and adults.

The unit on drug abuse will be taught to all tenth graders and will be revised in accordance with the recommendations of teachers, students, and citizens. Suggestions from any interested persons will be welcomed.

Homer O. Elseroad
Superintendent of Schools

August, 1970

ACKNOWLEDGMENTS

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HOW TO USE THIS TEACHING UNIT

1. Before planning to use the unit, the teacher should familiarize himself with the instructional materials.

2. No more than two weeks should be spent on teaching the unit. The subject of drug abuse can be reviewed if necessary in connection with Topic Twelve of United States History and Government II.

3. Teachers should select from the *Suggested Activities and Procedures* in accordance with the needs of their students. *It is not the intention to have every teacher use all the activities suggested.*

4. Teachers are encouraged to employ a variety of evaluative procedures.

5. The list of suggested audio-visual materials is printed on blue sheets.

6. Suggested readings are given on special pages immediately after the list of audio-visual materials.

7. A single asterisk (*) before an activity or before printed or audio-visual material indicates that it is recommended for use with or by students who are working well *above* grade level. Two asterisks (**) indicate that the activity or instructional material is intended for those who are working well *below* grade level. The teacher should examine all materials to determine their suitability for his particular classes.

8. The four parts of this unit are:

   a) The teaching unit

   b) The Teacher's Packet

   c) The Box of Resource Materials

   d) Books and pamphlets

9. In the Teacher's Packet some of the tables suggested for use as transparencies may have numbers too small to be effective. Instead of using them solely as transparencies, the teacher can also make ditto copies for individual student use.

SUGGESTED SCHEDULE FOR TWO-WEEK UNIT ON DRUG ABUSE (Grade 10)

st Day: Film *Marihuana* (34 min.) Hypothesizing Organize into groups. Distribute books. Ask groups to do research and reading at home.	**Second Day:** 1. Have group discussion of research. 2. Hold summary class discussions. 3. Show transparency No. 2 to class. 4. Pretest on knowledge of drugs. 5. If time permits, administer Attitude Inventory. Otherwise, assign for completion at home.	**Third Day:** 1. Discuss Attitude Inventory. 2. Give introductory lecture on biological effects of drugs. 3. Have students view film *Drugs and the Nervous System.*	**Fourth Day:** 1. Divide the class into groups to research the categories of controlled drugs. 2. Do research. 3. Show the filmstrip *Sedatives.*	**Fifth Day:** 1. Show film *The Riddle.* 2. Have class discuss film (or show the sound filmstrip *Narcotics.*) 3. Discuss case studies.
th Day: **cial Causes and Effects** Invite resource person or use film *The Distant Drummer*, Part I, "Flowers of Darkness." Use transparencies No. 2, No. 11, No. 12.	**Seventh Day:** **Social Causes and Effects** 1. Play tape recording of Ex-Addict. 2. Transparency No. 7. 3. Use case studies of social effects. 4. Read contemporary articles.	**Eighth Day:** **Values and Family** 1. Sound filmstrip *Psychedelics* (15 min.) or the film *Marijuana: The Great Escape* (20 min.) 2. Have discussion on above. 3. Use role-playing tape. OR Show the *Distant Drummer*, Part II, "The Movable Scene."	**Ninth Day:** 1. Discuss the problems presented to society by drug addiction. 2. Hold interviews with school staff and follow with discussions. 3. Hold interviews with community personalities and follow with discussion. (Alternate activity – the *Distant Drummer*, Part III, "Bridge From No Place.")	**Tenth Day:** 1. Invite representative of law enforcement agency to speak. 2. Have discussion of laws related to drug use and abuse. 3. Post-tests and discussion.

YOUTH AND DRUGS

(Suggested time: 2 weeks)

OBJECTIVES

This unit is designed to give the students an opportunity to acquire and practice the following behaviors:

To receive and manipulate information
To understand and apply information
To analyze relationships
To evaluate knowledge in terms of his value system

The following are the major substantive elements taken from the Montgomery County Social Studies curriculum design, developed through this unit:

5. Events have complex and interrelated causes and effects.

11. Every society develops patterns of acceptable individual and group behavior and provides means for their enforcement.

OVERVIEW

The basic purpose of this unit is to help students become aware of the physiological, sociological, and legal aspects of drug use.

After a brief review of the physiological effects of drug abuse on the individual, the sociological aspects of the problem are studied.

An effort is made to help the student understand the possible causes of drug abuse and its destructive effects on the personality, life-style, aspirations, and general effectiveness of the individual.

Attention is then given to family environment and the effects of drug abuse on the family.

A scrupulous effort has been made to avoid giving the student the impression that we are preaching at him. On the contrary, our aim is to provide him with the latest information available on the scientific and sociological aspects of the problem so that he can arrive at some intelligent decisions regarding it.

Attention is given to the problems which drug abuse has created for the community and society in general, what society has done and is doing to meet these problems, and what other steps might possibly be taken.

YOUTH AND DRUGS

Topical Outline

I. The Individual

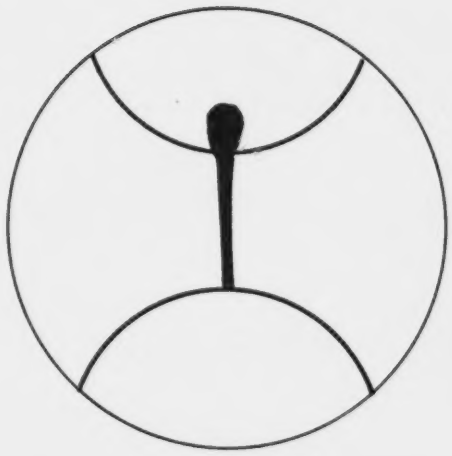
- A. Reasons why youth turn to drugs
- B. Pretest on knowledge and attitudes
- C. Physiological effects of drugs
- D. Categories of controlled drugs
- E. Socio-economic effects of drug abuse
- F. Attitudes and values

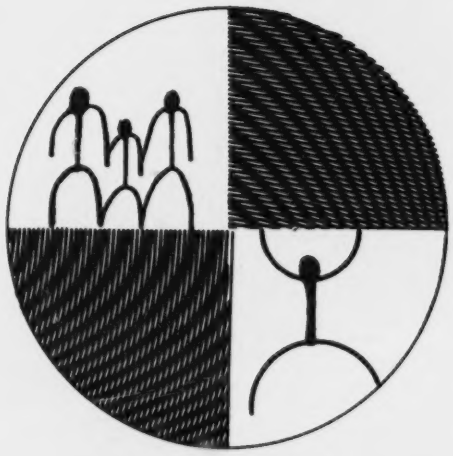
II. The Family

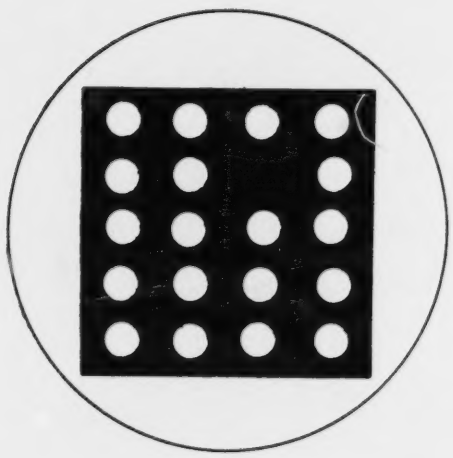
- A. The family environment
- B. Attitudes and values

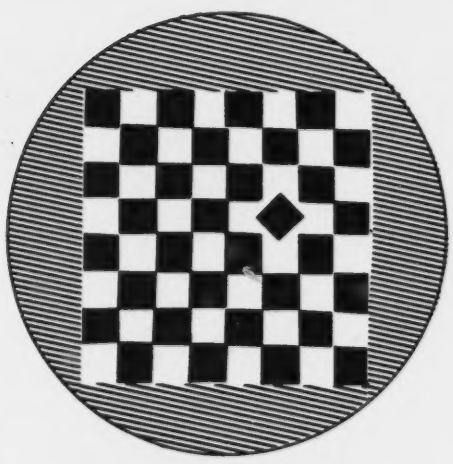
III. Community and Society

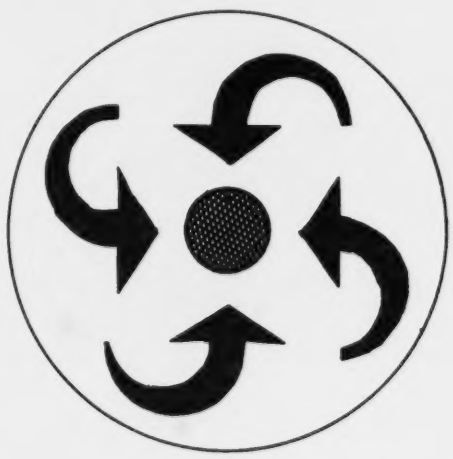
- A. Problems created by drug addiction
- B. Steps taken by the community and society to meet these problems
- C. What can society do?
- D. Post-test on knowledge and attitudes











The Individual

I. THE CAUSES AND EFFECTS OF DRUG ABUSE ARE MULTIPLE, COMPLEX, AND INTERRELATED.

Behavior and Content

Gather, analyze, and synthesize information on the reasons why some of today's youth turn to drugs.

Suggested Activities and Procedures

To introduce the sociological aspects of drug use and to arouse student interest, show the film *Marihuana*: (Color, 22 minutes) or the film *Marijuana, The Great Escape* (Color, 20 minutes). After the film has been shown, ask students to hypothesize regarding reasons why young people turn to marijuana. Ask a student to list the hypotheses on the board as they are suggested. The class is to record them in their notebooks so that they can be referred to later.

Assign a group to each hypothesis, and ask the groups to gather data to test their hypotheses. Each group is to select a chairman and a recorder. After the groups have done the necessary research to test their hypotheses, ask them to discuss their findings and draw conclusions. Have each group report its conclusions to the class.

Note to Teachers: If necessary, review the steps involved in testing a hypothesis.

(See Teacher's Packet, Item 1 for list of steps.)

Sources

Cohen. *The Drug Dilemma.* pp. 110-112.

Nowlis. *Drugs On The College Campus.* pp. 21-31 *et passim.*

Van Dyke. *Youth and The Drug Problem.* pp. 9-19, 32, 43, 50-57.

Other appropriate sources in the school library

Suggested Activities and Procedures

The next day, students complete research. When the research is finished, each group will report its findings to the class. The students will then decide which hypotheses have withstood the test.

Evaluation

Note to what extent students have mastered the skills involved in testing a hypothesis, and give help where needed.

I. THE CAUSES AND EFFECTS OF DRUG ABUSE ARE MULTIPLE, COMPLEX, AND INTERRELATED.

Suggested Activities and Procedures

Following the discussion, show the transparency made from p. 87 of the *Report of the Joint Advisory Committee on Drug Abuse,* Vol. II, Part I. See Teacher's Packet, Item 2. Ask the students to compare their findings with those of the county study.

Evaluation

Note students' ability to draw inferences from data, e.g., that causes are multiple, complex, and interrelated.

Behavior and Content

Demonstrate knowledge of specific facts regarding use of controlled drugs.

Suggested Activities and Procedures

To determine the extent of the students' knowledge about controlled drugs, give the pretest on *Knowledge of Drugs.* (See Appendix, p. 33.) Have the test corrected, and inform the students of the results; but do not return the papers. Explain that this same test will be used later as a post-test. Have the students keep a record of their scores to compare with the post-test scores. The teacher should retain the test papers and the answer sheet.

Evaluation

The student evaluates the extent of his knowledge on the basis of his score. The teacher evaluates the degree to which the class demonstrates knowledge of drugs and the range of knowledge in the group.

Behavior and Content

Evaluate statements on drug use in terms of the student's value systems.

Suggested Activities and Procedures

Give the Attitude Inventory to the class at the beginning of this unit. (See Appendix, p. 37 .) If time permits, give the Attitude Inventory in class. If not, assign it to be completed at home. When the Inventory has been completed, explain the scoring of the Drug Attitude Inventory using the key provided in the Appendix on p. 39 and the directions on p. 41 . A score between 20 and 30 indicates a strong attitude against drugs. A score between 50 and 60 indicates a strong attitude in favor of drugs. A committee of students may be selected to develop a profile sheet for the class as a whole. (See Appendix p. 42 for the profile sheet.)

I. THE CAUSES AND EFFECTS OF DRUG ABUSE ARE MULTIPLE, COMPLEX, AND INTERRELATED.

Behavior and Content

Review and understand information on the beneficial and harmful physiological effects of drugs.

Suggested Activities and Procedures

To introduce the physiological aspects of drugs, use the brief lecture of about 15 minutes in the Appendix p. 43. Illustrate it with the *Table of Drug Characteristics,* Appendix p. 46 and Teacher's Packet, Item 3; and the transparencies, Teacher's Packet, Item 18A-E. For additional information, see the summary notes of a lecture delivered by Victor Cohn on June 30, 1970, Teacher's Packet, Item 17; and the accompanying transparencies Item 19A-C.

Note to Teacher: Point out to the students that many of their questions will be answered later in the unit through discussion of the filmstrips or movies.

Sources

Cohen. *The Drug Dilemma.*

Horman and Fox. *Drug Awareness.*

Smith Kline and French Laboratories. *Drug Abuse: Escape to Nowhere, a Guide for Educators.*

Van Dyke. *Youth and the Drug Problem.*

Evaluation

Have students answer these questions orally at the end of the period:

1. What is a drug?
2. What determines whether a drug is beneficial or harmful?
3. Name the four basic groups of drugs, giving one example of each group and how it affects the central nervous sytem.
4. Explain the difference between the *action* and the *effect* of a drug.

I. THE CAUSES AND EFFECTS OF DRUG ABUSE ARE MULTIPLE, COMPLEX, AND INTERRELATED.

Behavior and Content

Analyze and understand the effects of drugs on the central nervous system.

Suggested Activities and Procedures

Have students look at the film *Drugs and the Nervous System* (18 minutes). Use the following questions for guiding the students in viewing the film:

1. How is aspirin a helpful drug?
2. How do drugs affect the brain?
3. What is a drug called that speeds up body activities?
4. How can marijuana and LSD affect the brain?

After the students have viewed the film, hold a discussion on the above questions.

Give the students the glossary of terms. (See the Teachers Packet, Item 4.) Discuss any questions the students may have on the glossary.

Note to Teacher: Be sure to discuss physical dependence, psychological dependence, tolerance and cross-tolerance

Evaluation

At the end of the period, or as a homework assignment, have the students write two short paragraphs. In the first paragraph, have them describe how and why drugs are *useful.* In the second paragraph, have them describe how and why drugs are *harmful.* In each paragraph, have them cite at least two specific drugs.

Behavior and Content

Gather, organize, analyze, and interpret information on the four categories of controlled drugs.

Suggested Activities and Procedures

Using the four categories of controlled drugs listed in the *Table of Drug Characteristics* (see Appendix p. 46), divide the class into four groups. Each group will research and report to the class on one category of controlled drugs. Use an appropriate filmstrip for additional information or as an activity for slow readers; e.g., *Sedatives*. Distribute the handout *Guide Questions for Group Reports,* Appendix p. 47; or have each group develop a series of questions of its own on the physical, psychological, and legal aspects of drugs for one given category. Have each group prepare a ten-minute report for presentation to the class. The techniques used may include:

I. THE CAUSES AND EFFECTS OF DRUG ABUSE ARE MULTIPLE, COMPLEX, AND INTERRELATED.

1. Illustrated reports
2. Cartoons
3. Dittoed handouts
4. Transparencies
5. Tape recordings
6. Original slides and charts
7. A glossary of terms
8. Graphs and tables

If members of the class work better individually, have each student select one category of controlled drugs to research. The above suggested activities can be used by individuals. The teacher may select several students to present oral reports to the class. The reports can be followed by a period for questions and answers in class discussion.

Sources

Table of Drug Characteristics in the Appendix, p. 46.

The following filmstrips:

Stimulants.

LSD: The Acid World.

Marijuana: What Can You Believe?

Maryland State Law Abstract, Teacher's Packet, Item 5.

Evaluation

Use the forms for the evaluation of individual and group reports to be found in the Course of Study for *U.S. History and Government II,* Vol. I, p. 317; Vol. II, pp. 639 and 643-645.

I. THE CAUSES AND EFFECTS OF DRUG ABUSE ARE MULTIPLE, COMPLEX, AND INTERRELATED.

Behavior and Content

Gather, analyze, and interpret data on the economic effects of drug abuse on the individual, the family, and society.

Suggested Activities and Procedures

Show the film *The Riddle* (28 minutes), or show the sound filmstrip *Narcotics.* Hold a class discussion centered around these key questions:

1. Is there a correlation between socio-economic background and drug abuse? Explain your answer.

   Possible answer: No, those who abuse drugs come from all socio-economic backgrounds.

2. In what sense can one say that the addict is economically victimized?

   Possible answer: The victim is being squeezed by something that is inferior in quality and high in cost. The average heroin addict in D.C. during 1970 spent approximately $50 a day or about $18,000 a year on his habit. Most youths cannot earn so much money through legal channels. See the abstract of Dr. Cohn's lecture, Teacher's Packet, Item 17; and *Youth and the Drug Problem, p. 9-10.*

3. What does drug conviction mean to the youth in terms of future employability?

   Possible answer: Certain occupations are closed to those convicted of drug abuse; e.g., teaching, medicine, law, pharmacy, law enforcement.

4. What can be the cost to the individual in terms of fines and confiscated property? (See *State Law Abstract,* p. 8, lines 46-53; p. 9, lines 13-16 in the Teacher's Packet, Item 5.)

5. What types of economic burdens are placed on society through the misuse of drugs?

   Possible answer:

   a) Increased thefts

   b) Law enforcement expenses including courts, police, probation officers, jails

   c) Increased insurance rates

   d) Loss of individual productivity through addiction

   e) Money that goes into organized crime syndicates

Possible alternative for slow readers: Develop a discussion based on the case studies from the AEP booklet *Know About Drugs*, pp. 10-25.

I. THE CAUSES AND EFFECTS OF DRUG ABUSE ARE MULTIPLE, COMPLEX, AND INTERRELATED.

Sources

The President's Commission on Law Enforcement and Administration of Justice. *Task Force Report: Narcotics and Drug Abuse.* Washington, D.C.: Government Printing Office, 1967.

U.S. House of Representatives. Hearings Before the Select Committee on Crime. *Crime in America—Views on Marihuana.* 91st Congress, 1st Session, 1969.

———. *Crime in America—Drug Abuse and Criminal Justice.* 91st Congress, 1st Session, 1969.

U.S. Senate Hearings Before the Special Subcommitte on Alcoholism and Narcotics of the Committee on Labor and Public Welfare. *Narcotics Addiction and Drug Abuse.* 91st Congress, 1st Session, 1969. (See Appendix, p. 50 . See also Teacher's Packet, Item 20, for reprint of Dr. Stanley Yolles' complete statement.)

Evaluation

Evaluate the students' understanding of the economic effects of drug abuse.

1. Do they understand the economic cost to the individual through the loss of ambition and skills?

2. Do they realize that some professions are closed to all who are convicted of illegal use of drugs?

3. Do they understand that family and society lose the skills of the individual?

4. Do they understand the economic burden placed on society?

I. THE CAUSES AND EFFECTS OF DRUG ABUSE ARE MULTIPLE, COMPLEX, AND INTERRELATED.

Behavior and Content

Gather, organize, and interpret information about social causes of drug abuse; and become aware of and respond to these causes.

Suggested Activities and Procedures

Invite to meet with the class a resource person who has had personal experience with drug addiction. (See the Teacher's Packet, Item 6 for a list of agencies which provide speakers.)

OR

Show the film *The Distant Drummer,* Part I, "Flower of Darkness."

OR

Play the tape recording of the interview with a former drug addict from Montgomery County. See the Box of Resource Materials. Use a study guide with suggested questions as a basis for improvement of listening skills. Questions such as the following might be included:

1. Was the speaker consistent?

2. Did the speaker show prejudicies or biases?

3. Did the information given by the speaker agree with that from other sources of information?

4. To what extent or degree does the lack of expression of love in the home affect the emotional stability of the child?

5. What is the relationship between freedom of speech and the protection of the individual and the community?

6. Do you agree with the comment, "A little experimentation is all right" when it applies to drugs? Explain.

7. Would you want your child to experiment in order to find out about drugs?

   What do scientists say about experimentation?

8. Do you feel there are social groups in schools based on looks, degree of academic achievement, etc.?

   How meaningful are these groups to social growth?

I. THE CAUSES AND EFFECTS OF DRUG ABUSE ARE MULTIPLE, COMPLEX, AND INTERRELATED.

9. What does the speaker mean when she says, "Drugs are a good way to kill yourself while you're still alive"?

10. How important are the following to student growth and development?

    a) "Having responsibility"

    b) "Getting attention"

    c) "Religion"

11. Have the students list what they consider their most important values, and arrange them in order of priority. Compare them with the "values" on the tape.

    a) Love for fellowman

    b) Looking after oneself first

    c) Trusting and believing

    d) Money is not everything – the spirit and soul are more important.

    e) Making one's own life

12. How valid a reason do you think boredom is for turning to drugs?

OR

Show the transparencies of Table 25 (Academic Success), Table 26 (T.V., magazines, papers, friends), Table 35 (Students' Perceptions of Psychological and Social Factors Leading to Drug Use) taken from the *Report of the Joint Advisory Committee on Drug Abuse,* Vol. II, Part I. Have the students form conclusions regarding the social causes of drug use based on these data. See the Teacher's Packet, Items 11, 12, and 2. Encourage students to comment and express their own opinions based on whatever knowledge they may have acquired.

Evaluation

These questions can also be used as a means of evaluating listening skills.

I. THE CAUSES AND EFFECTS OF DRUG ABUSE ARE MULTIPLE, COMPLEX, AND INTERRELATED.

Behavior and Content

Gather, organize, and analyze information on the social effects of drug abuse.

Suggested Activities and Procedures

Show the transparency of Table 34 (Students' Perceptions of the Psychological and Social Effects of Drug Use), and discuss what is meant by "perception" and "social effects." What significant social effects do the students see in the table? (See Teacher's Packet, Item 7.)

Use case studies to illustrate the social effects of drug addiction.

Sources

AEP. *Know About Drugs.* pp. 10-25.

U.S. Senate Committee on the District of Columbia. *Staff Study on Drug Abuse in the Washington Area.* 91st Congress, 1st Session, 1969. pp. 12-16.

Van Dyke. *Youth and the Drug Problem.* Chapters 4 and 5.

Suggested Activities and Procedures

Have students read current magazine articles which describe the subculture in which narcotic users live, such as the Haight-Ashbury area of San Francisco.

Sources

Newsweek Dec. 2, 1968, p. 20.

Time March 17, 1967, p. 27.

Also see *Readers' Guide to Periodical Literature.*

Evaluation

Using examples of hypothetical situations, ask students to identify the social effects of drug abuse which are evident in these cases. See Teacher's Packet, Items 8, 9, and 10. (These cases may also be used as an activity for slow readers.)

I. THE CAUSES AND EFFECTS OF DRUG ABUSE ARE MULTIPLE, COMPLEX, AND INTERRELATED.

Behavior and Content

Gather, interpret, and apply information and formulate hypotheses on the moral values of young people who abuse drugs.

Suggested Activities and Procedures

Refer to the film *Marihuana*, if it has been shown previously; and discuss student attitudes about parental values as revealed in this film. If the students have not seen this film, show it at this time.

Refer to previously used sources for material to be used in a discussion of student feeling about the standards and values of society.

Sources

Nowlis. Chapter 3.

Van Dyke. Chapter 1.

Suggested Activities and Procedures

Students can read articles which describe the Woodstock Music Festival, and then discuss and identify the moral attitudes that were demonstrated during this event.

Sources

Blum. *Students and Drugs*. p. 24.

Life Sept. 5, 1970, p. 4.

Newsweek Aug. 25, 1969, p. 88.

Newsweek Sept. 1, 1969, pp. 20-22A.

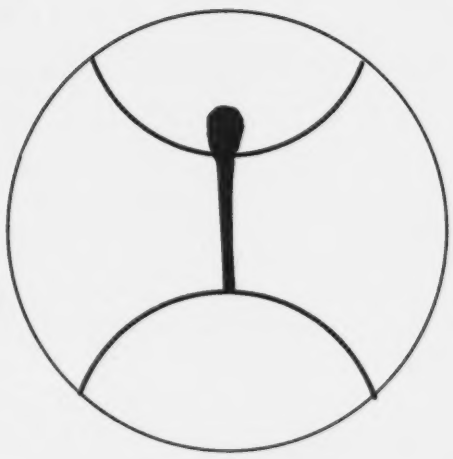
Also see *Readers' Guide to Periodical Literature.*

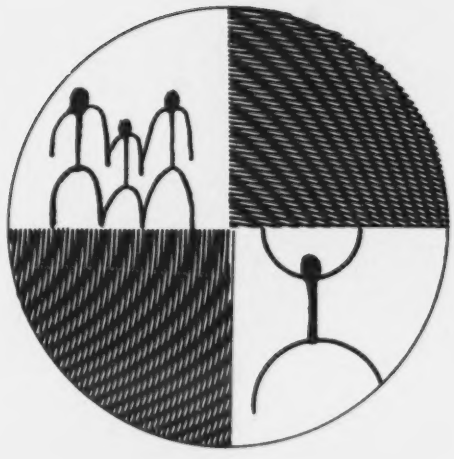
Suggested Activities and Procedures

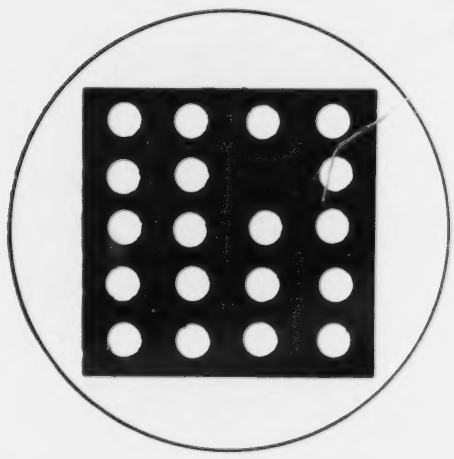
Have some students read the article entitled "The Parents" in Cohen's *The Drug Dilemma* and then report their findings to the class. Discussion should center on values of parents which are handed down to children.

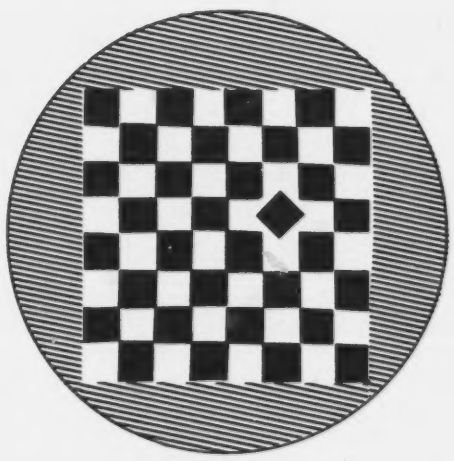
Sources

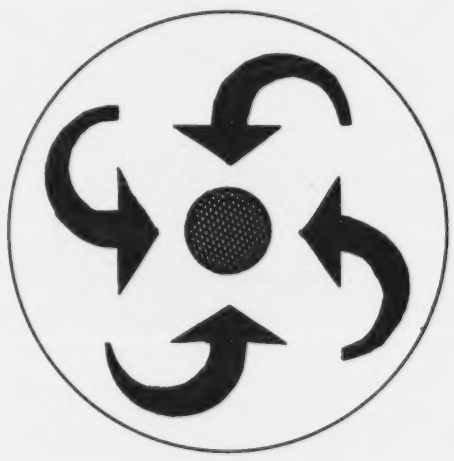
Cohen. *The Drug Dilemma*. pp. 115-119.











The Individual
&
The Family

I. THE CAUSES AND EFFECTS OF DRUG ABUSE ARE MULTIPLE, COMPLEX, AND INTERRELATED.

Behavior and Content

Analyze and interpret data regarding the relationship between family life and drug abuse.

Suggested Activities and Procedures

Use the sound filmstrip *Psychedelics* (12 minutes) and the taped interview of the former drug addict (see Box of Resource Materials) as a basis for a class discussion of the following questions:

1. Does the family environment influence a youth's reaction to the use of drugs? How?

2. Are most students exposed to similar pressures and temptations at school? Explain your answer.

3. Do you agree or disagree with the following statement: "All human beings have basic emotional needs. If these are not satisfied in the home or through other approved channels, individuals turn to other methods of meeting these needs." Explain your answer.

Role Playing Assign three students to play the roles of two parents and a child. The child tells the parents of his addiction. This can be improvised in the classroom, or students can write a script and tape it.

OR

Ask several students to volunteer to write and tape an imaginary dialogue between a father and a mother to illustrate lack of proper emotional climate, etc. (Father too busy, not involved with the children, no word of affection or communication, parents vacillate between permissiveness and strictness.)

Sources

Blakeslee. *What You Should Know About Drugs.* pp. 36-41.

Blum. *Society and Drugs.* p. 367.

———. *Students and Drugs.* pp. 94-95; 215-217; 251.

Cohen. *The Drug Dilemma.* pp. 115-119.

NEA. *Drug Abuse: Escape to Nowhere.* p. 46.

Van Dyke. *Youth and the Drug Problem.* p. 11 (parental shock); p. 15 (lack of father image); pp. 16-17 (parents and society).

I. THE CAUSES AND EFFECTS OF DRUG ABUSE ARE MULTIPLE, COMPLEX, AND INTERRELATED.

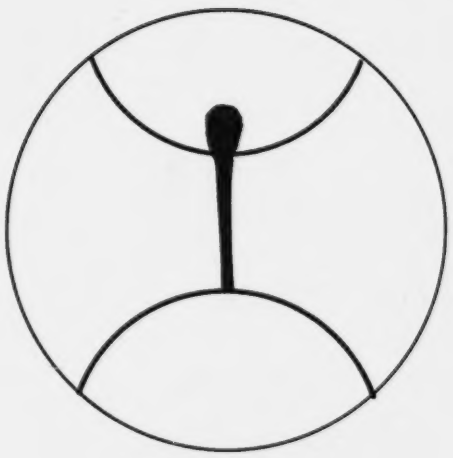
OR

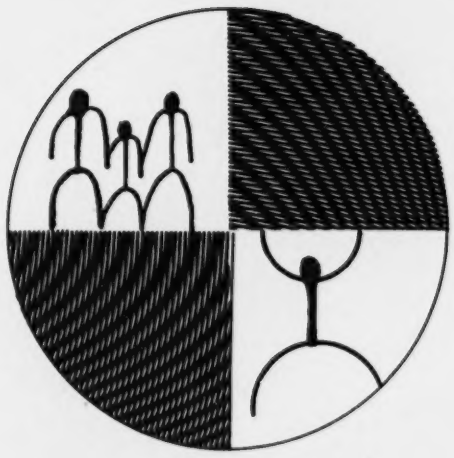
Suggested Activities and Procedures

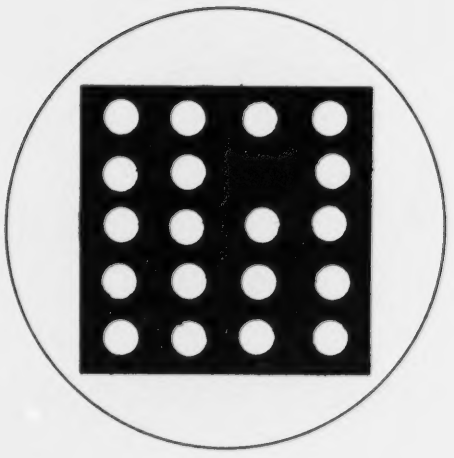
Use the film *The Distant Drummer,* Part II, "The Moveable Scene" to discuss the problems of family life that are illustrated.

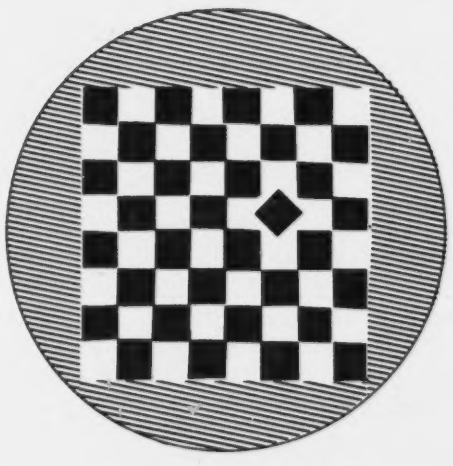
Evaluation

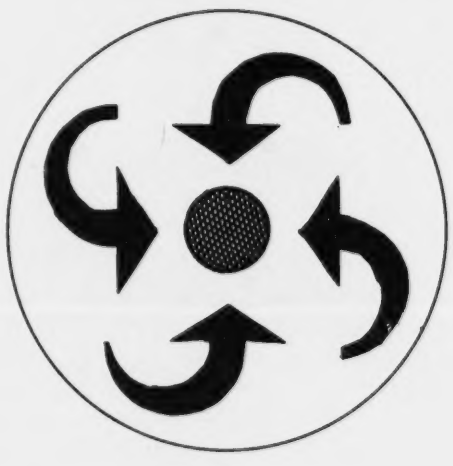
Check ability of students to make inferences and to develop generalizations from the data gathered.











The Community
&
Society

II. EVERY SOCIETY DEVELOPS PATTERNS OF ACCEPTABLE INDIVIDUAL AND GROUP BEHAVIOR AND PROVIDES MEANS FOR THEIR ENFORCEMENT.

Behavior and Content

Gather, organize, and analyze information on the problems created for society by drug addiction.

Suggested Activities and Procedures

To develop an understanding of the impact of drug abuse on the institutions of society, list the following on the blackboard:

1. The Family

2. Economic Institutions (Prices, Supply and Demand, Wages)

3. Religion

4. Government and Politics

5. Education

Briefly discuss with the students (1) what an institution is; and (2) what an institution does. (An institution is an habitual or customary way of meeting the basic needs of society.)

Divide the class into five groups, one for each institution listed above, and have each group investigate the following questions:

1. What does *this* institution do for society?

2. How does drug abuse affect this function?

3. How does the institution react to this problem?

Each group should select a reporter who report its findings and conclusions to the class.

II. EVERY SOCIETY DEVELOPS PATTERNS OF ACCEPTABLE INDIVIDUAL AND GROUP BEHAVIOR AND PROVIDES MEANS FOR THEIR ENFORCEMENT.

Sources

Family:

Anonymous. *Drug Abuse: The Chemical Cop-Out.* (See the section "Profits in Marijuana")

Blum. *Students and Drugs.* pp. 94-96; 214-217; 73-74.

———. *Society and Drugs.* pp. 366-372.

Religion:

Blum. *Students and Drugs.* pp. 51; 66-67; 68; 201; 202; 226; 227.

Horman and Fox. *Drug Awareness.* pp. 162-174.

Government and Politics:

Blum. *Students and Drugs.* pp. 201-203; 226-227; 52-53; 68; 69-73.

———. *Society and Drugs.* Chapter XIII.

Education:

Blum. *Students and Drugs.* pp. 75-79.

See especially the general sociology books in the school library.

OR

Suggested Activities and Procedures

Develop with the class an outline of the problems created for society by drug abuse. The outline should include such topics as:

1. Problems created by criminal activity related to drug abuse.
2. Economic losses caused by the drug problem
3. Moral and ethical questions caused by the debate over drugs
4. Problems created for the school by students using drugs

II. EVERY SOCIETY DEVELOPS PATTERNS OF ACCEPTABLE INDIVIDUAL AND GROUP BEHAVIOR AND PROVIDES MEANS FOR THEIR ENFORCEMENT.

OR

Have interested students volunteer to do research on any specific problem created for society by drug abuse and present their findings to class in written and/or oral reports. This research could include conducting personal interviews with such people as police officials, school officials, clergymen, and physicians.

OR

Have the students interview the principal, assistant principal, and counselors regarding the problems they have to face because of drugs; or invite them to visit the class for a question-and-answer period.

OR

Invite people from the community, professionals as well as nonprofessionals, to provide the leadership for small group discussions. These guest leaders might include a lawyer, businessman, clergyman, homemaker, doctor, government official, health officer, and others. These groups should discuss the problem of drug abuse from the point of view of the leader's field of specialization or experience.

The groups might raise such questions as the following with guests:

1. How does this problem (drug abuse) concern you?

2. What steps do you think should be taken to handle this problem?

Follow the buzz groups with a class discussion in which the problem of drug abuse is looked at from the perspective of the community.

OR

Have the students analyze the charts provided by the Bureau of Narcotics and Dangerous Drugs, and answer the accompanying questions. See tables and questions in the Teacher's Packet, Item 13.

Sources

U.S. Bureau of Narcotics and Dangerous Drugs. Teacher's Packet, Item 13 for tables.

Newspapers.

Magazines.

Van Dyke. pp. 31, 32, and 47.

II. EVERY SOCIETY DEVELOPS PATTERNS OF ACCEPTABLE INDIVIDUAL AND GROUP BEHAVIOR AND PROVIDES MEANS FOR THEIR ENFORCEMENT.

OR

Suggested Activities and Procedures

Show the film *The Distant Drummer,* Part III, "Bridge From No Place," and discuss the need for community action.

Evaluation

Observe the ability of the students to draw inferences and develop generalizations from the data they have gathered.

Behavior and Content

Gather, analyze, and understand provisions of the state drug laws. Understand the police and court implementation of these laws.

Suggested Activities and Procedures

As soon as the teacher determines when he will be teaching the drug unit, he should send the form letter to Colonel McAuliffe, Superintendent of Montgomery County Police, who will furnish a speaker. (See the Teacher's Packet, Item 14.) It is suggested that the speaker appear on the ninth day of the unit. The day before the speaker is to appear, the teacher should hand out excerpted copies of the state laws on drugs. This will allow the students to take the copies home in order to read the law thoroughly and note questions about its provisions. Other speakers might be a representative from the District Attorney's Office or an attorney from the Department of Justice.

Note to Teachers: It is highly recommended that the teacher make a ditto master from one copy of the excerpts so that the students will be able to keep a copy.

Look for questions concerning:

1. Confidentiality
2. Ameliorative versus punitive institutions
3. Enforcement and discretion regarding the laws
4. Changing values of society that relate to the urban family, urban and suburban life, and ethics in general (e.g., the role that drugs play in rebellion)

On the day scheduled for the presentation, the speaker from the Montgomery County Police Department will discuss "Youth, Drugs and the Law." Be sure to allow time for an ample question-and-answer period.

Hold a panel discussion on the question, "Should the laws on controlled drugs be changed?"

II. EVERY SOCIETY DEVELOPS PATTERNS OF ACCEPTABLE INDIVIDUAL AND GROUP BEHAVIOR AND PROVIDES MEANS FOR THEIR ENFORCEMENT.

Sources

U.S. Department of Health, Education and Welfare. *Resource Book for Drug Abuse Education.* pp. 59-64.

Van Dyke. pp. 57-74; 85-124.

Behavior and Content

Gather and analyze data regarding facilities offered by society for the treatment of drug abuse.

Suggested Activities and Procedures

Have the students research what facilities for treatment are available at the present time. Then ask them to discuss the adequacy of existing facilities and programs in the local area (can be extended to the state), and what they feel is needed to develop an adequate program.

Sources

See Teacher's Packet, Item 15.

Suggested Activities and Procedures

Write a letter to a responsible official (U.S. Senators and Representatives, State Senators and Delegates, state and local health officials, etc.) which would suggest ways to improve the program.

Behavior and Content

Receive and interpret information regarding the role of the school in the prevention of drug abuse.

Suggested Activities and Procedures

Have the students read and discuss the article "The School" in Cohen's *The Drug Dilemma*. What is the role of the school? How does this article relate to their particular school?

Sources

Cohen. *The Drug Dilemma*. pp. 119-122.

Suggested Activities and Procedures

Have the students decide what they as individuals can do to broaden school and community knowledge. (Publish articles in school newspaper, make a topical bulletin board, set up library exhibits, schedule talks with P.T.A., etc.)

II. EVERY SOCIETY DEVELOPS PATTERNS OF ACCEPTABLE INDIVIDUAL AND GROUP BEHAVIOR AND PROVIDES MEANS FOR THEIR ENFORCEMENT.

Behavior and Content

Compare the incidence of drug addiction within certain age groups and between males and females. Interpret the social significance of the data.

Suggested Activities and Procedures

Have the students construct two graphs based on the following data:

Recorded Active Narcotic Addicts as of December 31, 1960-1969

Age (As of December 31):

	Dec. 31, 1960	Dec. 31, 1969	% of Change over 1960
Under 21	1,769	4,830	+ 173.0%
21-30	23,508	33,306	+ 41.7%
31-40	14,948	21,215	+ 41.8%
Over 40	4,681	8,737	+ 86.6%
Sex:			
Male	35,905	57,461	+ 60.0%
Female	9,001	10,627	+ 17.1%

Students should distinguish 1960 data from 1969 by using two different colors and should be able to interpret the percentage change.

Ask the class to compare and interpret the social significance of data appearing on the graph.

Have students fill in the following chart using the paper on Treatment Resources, Teacher's Packet, Item 15.

	Federal	State	Local
What is now available?			
What is needed?			

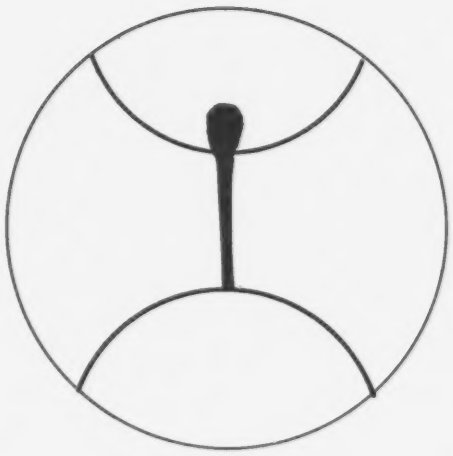
II. EVERY SOCIETY DEVELOPS PATTERNS OF ACCEPTABLE INDIVIDUAL AND GROUP BEHAVIOR AND PROVIDES MEANS FOR THEIR ENFORCEMENT.

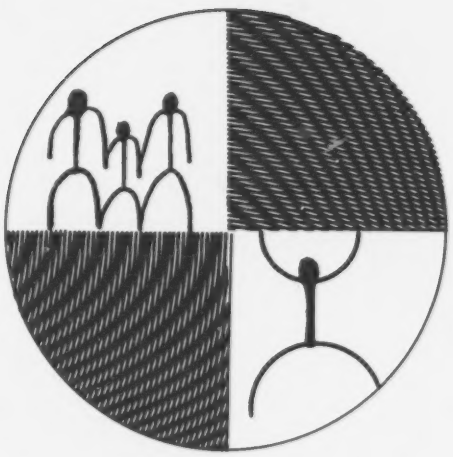
Suggested Activities and Procedures

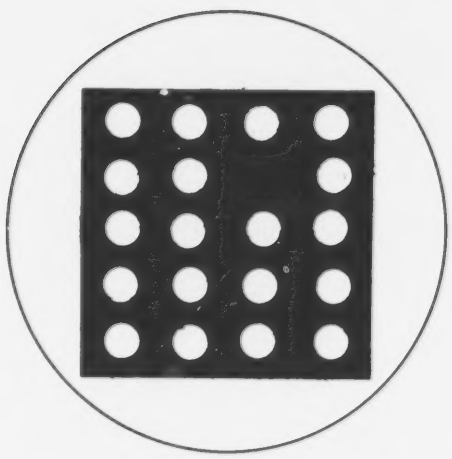
Administer the test on *Knowledge of Drugs* and the *Attitude Inventory* as post-tests (See Appendix, pp. 33 and 37 .)

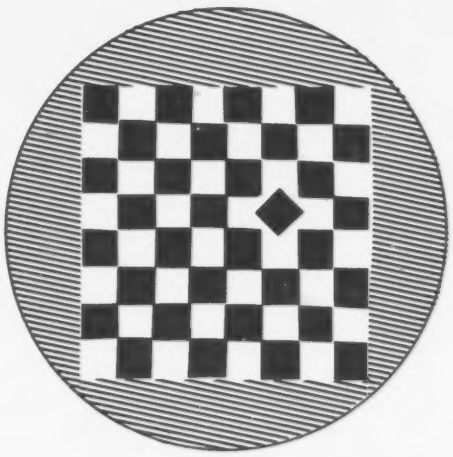
Evaluation

Compare and discuss the results of the post-tests with those of the pre-tests. Note whether any significant changes have occurred.









Resources

Appendix

PRETEST ON KNOWLEDGE OF DRUGS

The purpose of this test is to enable you to determine how much you already know about drugs, and to enable you to compare your score on this test with your score on the test which will be given at the end of the unit on drugs. Your score on this test will not be recorded for grading purposes. Place one of the following three letters before the number of each statement:

T The statement is TRUE.

F The statement is FALSE.

U UNCERTAIN

1. Narcotics, barbiturates, and amphetamines have useful and beneficial medical purposes.
2. Marijuana is a physically addictive drug.
3. An unborn baby will be a heroin addict if his mother is a heroin addict.
4. Amphetamines help a person to think more clearly.
5. LSD affects one's perception of sight and sound.
6. The possession of marijuana is now illegal in the United States.
7. Scientists do not yet know the long-term effects of the regular use of marijuana.
8. An addictive drug causes an emotional and physical craving for that drug.
9. Most drug abusers come from the same economic and social class.
10. It has been proved that the use of marijuana leads to the use of "hard" drugs such as heroin.
11. If we could eliminate poverty, drug abuse would fade away.
12. Some drugs are depressants.
13. There has been a significant increase of drug abuse in recent years.
14. An hallucination is a false sensory perception without a basis in external reality.
15. It is safe to drive under the influence of marijuana.
16. Barbiturates such as "goof balls" and sleeping pills can be physically addictive.
17. Some teenagers use drugs because of an unhappy family life.

18. A person is breaking the law if he is in the company of others who are using heroin.

19. Misuse of some drugs can cause death.

20. Most teenage drug abusers are introduced to drugs by "pushers."

KEY TO THE PRETEST ON KNOWLEDGE OF DRUGS, and INFORMATION PERTINENT TO EACH STATEMENT

1. **TRUE.** There are many useful and beneficial medical uses of drugs. For example, physicians use drugs to treat fatigue, depression, and nervousness, and to relieve pain in their patients.

2. **FALSE.** Although a user might become psychologically dependent upon marijuana, he would not become physically dependent.

3. **TRUE.** Pregnant women who are addicted to opiates give birth to babies who are addicted at birth.

4. **FALSE.** Although amphetamines can help a person to stay awake, they do not help one to think more clearly.

5. **TRUE.** LSD is an hallucinogen which can affect one's perception of sight and sound.

6. **TRUE.** Federal law makes it illegal to possess, give, or sell marijuana in the United States.

7. **TRUE.** Although many experts consider marijuana to be potentially dangerous to the user and to society, there is no scientific evidence on its long-term effects.

8. **TRUE.** An addictive drug is one which causes an emotional and physical craving for that drug.

9. **FALSE.** Drug abusers come from all economic and social classes.

10. **FALSE.** Although a person who becomes seriously overinvolved with any drug might develop an emotional need to seek other kinds of drugs, there is nothing in marijuana itself that produces a need to use other drugs.

11. **FALSE.** Drug abusers come from all economic and social classes and take drugs for a variety of reasons. Although there is a high incidence of drug abuse in slum areas, the elimination of poverty would not necessarily result in the elimination of the drug problem.

12. **TRUE.** Barbiturates, for example, are depressants.

13. **TRUE.** Statistics indicate that there has been a significant increase in drug abuse in recent years.

14. **TRUE.** Hallucinogens are capable of altering one's perception of sight and sound as well as changing one's time and space perception and causing illusions.

15. **FALSE.** Because the use of marijuana can cause poor coordination and distort one's space and distance perception, it is never safe to drive under the influence of marijuana.

16. **TRUE.** Barbiturates are physically addictive.

17. TRUE. One of the many causes of drug abuse among teenagers is an unhappy home situation.

18. TRUE. A person can be arrested if he is in the company of someone who is using drugs illegally.

19. TRUE. For example, an overdosage of barbiturates can be fatal as can barbiturates when taken with narcotics, tranquilizers, or alcohol.

20. FALSE. It is a myth that most teenagers are introduced to drugs by "pushers." It is more common for teenagers to be introduced to drugs by someone within their own peer group.

ATTITUDE INVENTORY

After reading each statement, encircle the "A" if you agree with it, the "D" if you disagree with it, and the "U" if you are uncertain.

A D U 1. Young people owe it to their parents not to become involved in drug abuse.

A D U 2. When a friend invites someone to try marijuana or another drug "just once," it is "chicken" to refuse.

A D U 3. The final decision whether or not to use drugs for other than medical purposes should be left to the individual.

A D U 4. Really intelligent young people should not give in to the temptation to try drugs.

A D U 5. Drugs are a way to "turn on" to the meaning of life.

A D U 6. If a university discovers that some of its students are drug users, it should expel them.

A D U 7. If your symptoms are the same as those of your friend, it is all right to take his medicine.

A D U 8. The laws on marijuana are unfair and should be changed to make the use of marijuana legal.

A D U 9. Every individual has a right to use his body as he wishes, and this right includes the use of drugs.

A D U 10. The great danger in experimenting with drugs is that they may gain control of the experimenter.

A D U 11. Becoming involved in the abuse of drugs is too high a price to pay for keeping the approval of one's friends.

A D U 12. Pot makes the smoker ambitionless, uninterested in useful work, and in general a non-contributing member of society.

A D U 13. There's nothing wrong with smoking pot; it isn't as bad for you as booze and tobacco.

A D U 14. If a student is stupid enough to spend his time on drugs, he ought to be expelled from college so that a serious student can take his place.

A D U 15. No one should try to talk about drugs or condemn them if he hasn't tried them.

A D U 16. The legal use of marijuana could only result in added social damage from a new source.

A D U 17. "They" have their alcohol, "we" should have our marijuana.

A D U 18. It is fair to say that in terms of medical dangers only, marijuana is a harmless intoxicant.

A D U 19. The use of marijuana is often the beginning step in drug experimentation that leads to addicting drugs.

A D U 20. When drugs are used only occasionally, as on weekends, there is no danger of becoming addicted to them.

KEY TO ATTITUDE INVENTORY

After reading the statement, encircle the "A" if you agree with it, the "D" if you disagree with it, and the "U" if you are uncertain.

A D U 1. Young people owe it to their parents not to become involved in drug abuse.
1 3 2

A D U 2. When a friend invites someone to try marijuana or another drug "just once," it is
3 1 2 "chicken" to refuse.

A D U 3. The final decision whether or not to use drugs for other than medical purposes should be
3 1 2 left to the individual.

A D U 4. Really intelligent young people should not give in to the temptation to try drugs.
1 3 2

A D U 5. Drugs are a way to "turn on" to the meaning of life.
3 1 2

A D U 6. If a university discovers that some of its students are drug users it should expel them.
1 3 2

A D U 7. If your symptoms are the same as those of your friend, it is all right to take his medicine.
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3 1 2 non-contributing member of society.

A D U 13. There's nothing wrong with smoking pot; it isn't as bad for you as booze and tobacco.
3 1 2

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3 1 2

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A D U 18. It is fair to say that in terms of medical dangers only, marijuana is a harmless intoxicant.
3 1 2

A D U 19. The use of marijuana is often the beginning step in drug experimentation that leads to
1 3 2 addicting drugs.

A D U 20. When drugs are used only occasionally, as on weekends, there is no danger of becoming
3 1 2 addicted to them.

Total Score _____

DIRECTIONS FOR SCORING THE ATTITUDE INVENTORY

1. The lowest score possible on the Inventory is 20 and represents the strongest attitude against drugs. The highest score possible is 60 and represents the strongest attitude in favor of drugs. All other scores fall on a continuum between these high and low scores.

2. Use the key to determine the point value for the answer to each item. It should be noted that U is always 2 points, while A and D are sometimes 3 points and sometimes 1 point, depending on how the statement is worded. However, 3 always represents an attitude in favor of drug use, while 1 represents an attitude against it. The student can record the point value for each of his answers on the paper and the total score at the bottom.

3. To determine the range of attitudes in the class, record the number of scores on the table titled "Class Profile Sheet for Attitude Inventory."

CLASS PROFILE SHEET FOR ATTITUDE INVENTORY

Attitude Inventory Score	Number of Scores
20-30 (Strong attitude against drug use)	
31-49	
50-60 (High) (Strong attitude in favor of drug use)	

SUGGESTIONS FOR A BRIEF TEACHER–DELIVERED LECTURE ON THE EFFECTS OF DRUGS ON THE BODY

I. INTRODUCTION

A drug is any substance which alters some structure or function in a living organism. It should be pointed out from the beginning of this study on drugs, however, that not all drugs are detrimental to society. Many are extremely useful in medical treatment of the human body. The use of these drugs is carefully regulated by laws, and the drugs are prescribed only by professional people who know their effects on the body. Examples of these drugs would be codeine which is used in some cough syrups, and morphine which is used to reduce pain.

II. GROUPS OF ABUSED DRUGS

The four basic groups of drugs most discussed today are:

A. *Sedatives*

These drugs are depressants and slow down activities of the central nervous system.

Examples:

1. Alcohol
2. Barbiturates
3. Tranquilizers
4. Marijuana (Some authorities include marijuana with psychedelics.)

B. *Stimulants*

These drugs speed up the activity of the central nervous system.

Examples:

1. Caffeine
2. Amphetamine
3. Cocaine

C. *Narcotics*

Depressants

Examples:

1. Opium
2. Opium derivatives
    a) Morphine
    b) Heroin (morphine derivative)
    c) Codeine
3. Methadone (synthetic)

D. *Psychedelics* (hallucinogens)

Stimulants

Examples:

1. LSD
2. LSD-like drugs
    a) Mescaline
    b) Psilocybin
    c) Tetrahydrocannabinol

III. SOURCES OF SOME DRUGS

alcohol – fermented fruits

marijuana – hemp plant

caffeine – coffee bean, tea leaves, kola nut

cocaine – leaves of coca plant

opium – poppy seeds

morphine, heroin, codeine – derivatives of opium

methadone – synthetic

LSD – synthetic

mescaline – peyote cactus plant

psilocybin – type of mushroom

tetrahydrocannabinol – chemical derivative of marijuana

IV. *Known* effects of drugs on the body

All drugs affect the central nervous system, which is the most complex and least understood of all body systems. The central nervous system is composed of the brain and spinal cord. All body activities are controlled by the brain. Thus, drugs will either speed up or slow down the brain's activities. In simple terms, when a minute amount of a drug enters a cell, it causes certain chemical changes. This is known as the *action* of the drug. This action then brings about a series of biochemical and physiological reactions of the body. Such reactions are called the *effects* of the drug.

It is very difficult to make a specific statement regarding the effects of a drug on the human body because we are comparing the action of a known substance (the drug) with unknown substances (the chemical structure of the central nervous system). Thus, drugs may affect different persons in different ways, because the effects of drugs are never the same in all people nor even in any one person at different times.

TABLE OF DRUG CHARACTERISTICS

Classification	Drug Name	Slang Name	Medical Use	How Taken	Potential for Physical Dependence	Physical Complications	Potential for Psychological Dependence	Psychological Complications	Withdrawal Symptoms	Long-Term Symptoms
Narcotics	(Examples) Opium	Op	Treatment of pain, diarrhea, and cough	Smoked (Inhaled)	Yes	*Addiction; CNS depressant; Impaired intellectual functioning and coordination, Overdose	Yes	Asocial and antisocial reactions, Intoxication, Addiction	Vomiting, Diarrhea, Tremors, Aches, Sweats	Addiction, Constipation, Loss of appetite
	Heroin	H, Smack, Horse	None							
	Morphine	M, White stuff	Pain relief	Swallowed, sniffed, or injected						
	Codeine	Schoolboy	Cough depressant							
	Methadone (Synthetic)	Dolly	Takes place of heroin							
Barbiturates (Depressants)	Nembutal	Yellow jackets	Treatment of insomnia and tension, Sedation, Relieves high blood pressure, Induction of anesthesia	Swallowed as pills or capsules	Yes	*CNS depressant; Drowsiness; Impaired judgment, reaction time, coordination, and emotional control; Overdose; Addiction	Yes	Diversion of energy and money, Habituation, Addiction, Asocial and antisocial behavior	Tremors, Delirium	Addiction with severe withdrawal symptoms, possible convulsions, Toxic psychosis
	Seconal	Red Devils								
	Phenobarbital	Phennies								
		Goofers								
Amphetamines (Stimulants)	Benzedrine	Bennies	Treatment of obesity, narcolepsy, fatigue, depression	Swallowed as pills or capsules or injected in a vein Sniffed or injected	No, or very minimal	Malnutrition, Needle contamination, Insomnia, Loss of appetite, Habituation, Overdose	Yes	*CNS stimulants, Irritability, Restlessness, Psychosis	Depression, Apathy	Loss of appetite, Delusions, Hallucinations, Toxic psychosis, Addiction
	Dexedrine	Dexies or Xmas trees								
	Methedrine	Crystal or speed								
	Cocaine	Coke, snow	Anesthesia of the eye, throat							
Hallucinogens (Psychedelics)	LSD	Acid, sugar	Experimental	Swallowed as a liquid, pill, capsule, or sugar cube	No	Rare seizures, cardiovascular collapse; Nausea; Impaired coordination; Anxiety	Minimal	Visual imagery, Paranoid state, Panic, Psychosis	None	Panic reactions, future trip without taking drug again
	Psilocybin		Experimental	Same as LSD	No		Minimal	Sometimes consciousness expansion	None	Not known
	Mescaline	Cactus	Experimental	Same as LSD	No	Same as above	Minimal	Same as above	None	Not known
	Marijuana**	Pot, grass, tea, weed, Mary Jane	Experimental	Smoked, eaten	No	Bronchitis, Conjunctivitis, Impairment of Judgment	Moderate	Confusion, Anxiety, Aggressiveness	None	Not known

NS – Central Nervous System
Also has stimulant and depressant characteristics

GUIDE QUESTIONS FOR GROUP REPORTS

Each student in the group should select the necessary sources to help him prepare a group report to be presented to the class using the guide questions listed below. This should be a continuing activity to the end of the unit.

1. What are the general characteristics of the drugs in your category?

2. List the specific drugs which come under your category. Give the slang names for these drugs.

3. For each specific drug, describe:

   a) Chemical characteristics and origin

   b) Physical effects (chemical changes in body, medical evidence, etc.)

   c) Psychological effects on the:

      (1) Individual

      (2) Family

      (3) Society

4. What are the legal aspects of each of these drugs? Include:

   a) Legal definitions

   b) Penalties for first offense and second and third offenses

   Source: See State Law, July 1, 1970.

5. Do drugs change a person's style of living? Give evidence:

   a) Physically

   b) Legally

   c) With friends

   d) With family

   e) In school

   f) Future goals in life

   g) Other ways

FACT SHEET ON THE HISTORY OF NARCOTICS

5000 B.C.	According to the writings of the ancient Sumerians, there was a plant whose gum-like juice would bring "joy" to the user.
7th Century A.D.	Already known to the Egyptians, the Greeks, and the Romans, the opium poppy was introduced to China.
1805	Friedrich W. A. Serturner, a German chemist, isolated morphine from opium.
1832	Pierre Jean Robriquet, a French pharmacist, extracted codeine from opium.
1840	The Opium War erupted between China and Great Britain when the Chinese tried to prevent the British from entering the Canton River with opium. The British won and doubled the opium trade.
1874	Heroin was introduced in England as a synthetic opiate to "cure" opium and morphine addiction. With heroin the hypodermic needle was introduced as a primary instrument of drug abuse.
1909	The first International Opium Commission met and recommended the gradual suppression of opium smoking.
1911	An international meeting at the Hague adopted conventions formulating the basic principles for the control of narcotics.
1914	The United States passed the Harrison Narcotic Drug Act which regulates manufacture and distribution of morphine, cocaine, and other narcotics.
1922	The Narcotic Drugs Import and Export Act provided heavy penalties for illegal import and export of narcotic drugs.
1924	The manufacture of heroin was prohibited.
1930	The Bureau of Narcotics was created as an agency of the Treasury Department.
1937	The Marihuana Tax Act placed marihuana under federal control through taxing power.
1938	LSD was synthesized by the Swiss chemist, Hofmann.
1943	Potent psychological and hallucinogenic effects of LSD were discovered by Hofmann.
1956	The Narcotic Control Act of 1956 provided severe penalties up to $20,000 fine and forty years in prison for the illegal sale of narcotics or marihuana.
1960	Narcotics Manufacturing Act provided (1) licensing for the manufacture of drugs and (2) quotas for the amount of narcotics manufactured.

1966	The Narcotic Addict Rehabilitation Act provided for civil commitment, for rehabilitation and after-care programs, and for parole (hitherto denied) to marihuana violators.
1968	The Bureau of Narcotics and the Bureau of Drug Abuse Control of the Food and Drug Administration were merged to form a new agency called the Federal Bureau of Narcotics and Dangerous Drugs, a part of the Justice Department.

COSTS OF THE PROBLEM

(Prepared statement of Stanley F. Yolles, M.D., former director, National Institute of Mental Health, August 6-8, 1969)*

The costs of drug abuse to society are both quantifiable and non-quantifiable. The latter include personal and social costs which result from the dysfunction of narcotic abusers as people.

The quantifiable factors associated with abuse include costs for: law enforcement, crime associated with abuse, lost productivity, and the cost of research and treatment programs. There are also welfare costs associated with broken families and with unemployed abusers.

A conservative estimate of the total involuntary social costs of narcotic drug abuse amounts to $541 million per year. Unfortunately it is not possible to provide an accurate estimate of the total narcotic and non-narcotic drug abuse cost to society, but it is probably five times the narcotic drug estimate, hence in the range of $2-$3 billion.

Involuntary social costs of narcotic drug abuse

Element:	Millions
Law enforcement and justice	$ 61
Theft insurance	92
Property crimes	290
Productivity losses	98
Total	$541

*presented at the hearings before the Special Sub-Committee on Alcholism and Narcotics of the Committee on Labor and Public Welfare, U.S. Senate, 91st Congress, 1st Session.

TABLE OF CONTENTS OF BOX OF RESOURCE MATERIALS

I. Sound filmstrips

A. *LSD: The Acid World*

B. *Marijuana: What Can You Believe?*

C. *Narcotics*

D. *Psychedelics*

E. *Sedatives*

F. *Stimulants*

II. *Report of the Joint Advisory Committee on Drug Abuse* (2 volumes). Montgomery County Board of Education and Montgomery County Council, March 10, 1970.

III. *Uniform Controlled Dangerous Substances Act* – State of Maryland. 35 copies.

IV. Tape recording of ex-drug addict

Films

(To be ordered) *THE DISTANT DRUMMER (three parts)* Color 66 min.

Part I. *Flowers of Darkness* 22 min.

Illustrates the evils that have resulted from drug abuse. Tells the stories of addicts and shows narcotic agents in action. Narrator: Paul Newman.

Recommended: All

Part II. *The Movable Scene* 22 min.

Shows areas in different cities where addicts concentrate. A young woman describes her experiences, and a father tells of the death of his son. Narrator: Robert Mitchum.

Recommended: All

Part III. *Bridge from No Place* 22 min.

The current methods of rehabilitation are discussed. The film emphasizes the recent change in public opinion regarding the addict. Narrator: Rod Steiger.

Recommended: All

F 4045 *DRUGS AND THE NERVOUS SYSTEM* Color 18 min.

This film gives a good description of the physiological effects of drugs on the human body. It uses animation effectively.

Recommended: All

(To be ordered) *MARIHUANA* Color 34 min.

Police interrupt a pot party, and screaming teenagers speak out. The narrator (Sonny Bono) provokes the teenagers to think for themselves. No moral judgments are made.

Recommended: All

(To be ordered) *MARIJUANA: THE GREAT ESCAPE* Color 20 min.

The sociological effects of marijuana are described. There is no emphasis on scientific data or on the history of the drug. Physical effects are indicated in a social setting.

Recommended: All

(To be ordered) *THE RIDDLE* B & W 28 min.

Comments of actual glue sniffers, cough medicine drinkers, and heroin addicts reflect their feelings of hopelessness. By contrast, a hopeful note is struck when a youth resists the drug crowd and gets a job.

Recommended: All

SUPPLEMENTARY FILMS

F 4044 *HOOKED* B & W 20 min.

A description of drug addiction is given by young former addicts. They tell how drugs affected them and their relationships to other people.

Recommended: All

F 4036 *LSD – INSIGHT OR INSANITY* Color 30 min.

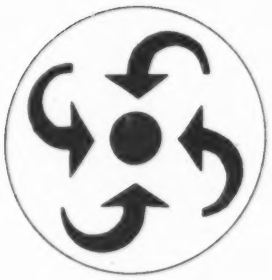
Reliable scientific data are given. Does not make claims which cannot be supported by available data. Indicates known and possible dangers of LSD.

Recommended: All

(To be ordered) *LSD – 25* Color 27 min.

LSD – 25, the chemical itself, describes its own nature and effects, which are illustrated in several scenes. Some of the dangers of using LSD are emphasized.

Recommended: All



Film Strips

SOUND FILMSTRIPS
DRUG INFORMATION SERIES (Guidance Associates)

Narcotics Color 15 min.

"Includes opium, opium-derived drugs and synthetic drugs producing opiate effects." Gives effects of narcotics and considers social conditions associated with the problem.

Psychedelics Color 12 min.

Emphasizes LSD and its effects. Considers motivations for taking psychedelics.

Sedatives Color 14 min.

Explains the uses of sedatives and investigates their effects. Considers marijuana and reviews legal restrictions.

Stimulants Color 11 min.

Emphasis on amphetamines and methedrine. The characteristics and effects of cocaine are also discussed.

LSD: THE ACID WORLD (Guidance Associates) Color 34 min.

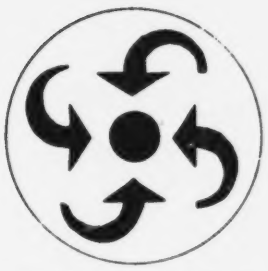
Physicians discuss the physical and psychological effects of LSD.

MARIJUANA: WHAT CAN YOU BELIEVE? (Guidance Associates) Color 32 min.

The cultural, legal, and pharmacological aspects of marijuana and its use are discussed. Several young people, including an ex-user, discuss the problem.

Tapes

TALK BY AN EX-ADDICT 29 min.



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MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

ERRATA for
Youth and Drugs (Grade 10), Bulletin No. 239,
Fall 1970

Three kinds of corrections are included in this Errata for Youth and Drugs, Grade 10:

a. Corrections of factual error

b. Changes or modifications in wording of concepts which have made them sound unnecessarily dogmatic, one-sided, or punitive

c. Changes or modifications in learning activities listed which are inappropriate to the ages of the students involved or not sufficiently relevant to the learning outcome sought

Teaching Unit

In some instances, learning experiences have been suggested without parallel listings of resource materials. If the teacher is not sure of his ground in these instances, he would be wise not to use the learning experiences, but rather to choose others for which backup materials are listed.

p. 13 Delete "Evaluation" and the activity suggested at the bottom of page.

Teacher's Packet

p. 4-1, Drug Glossary

- Under "Drug" - delete end of sentence. Should now read: "Any substance that by its chemical nature alters structure or function, mood, perception, or consciousness."

- Change definition of "Drug Addiction" to read: "A state caused by periodic or repeated use of a natural or synthetic drug in which the user feels compelled to continue to use it, or feels ill if he stops using it."

- Under "Hallucinogens," line 3 - add "such as loss of sense of self."

p. 10-1, Case Study III. Change third word, "marijuana" to "LSD." It is extremely rare for marijuana to produce hallucinations of this nature; common and credible for LSD to do so.

p. 17-3, paragraph under "D, Effect on Brain," last line. Change "sedated" to "quiet or calm." Line should now read: "in a second man who is quiet or calm before he takes the drug."

Sd 000 514

p. 17-6, Under (5), (c): delete word "addict" in parentheses. Should read: "(consumption of heroin through theft)"

p. 17-7, Under C, 5: Second line should read: "... may undergo the entire cycle after only one injection."

p. 17-11, second paragraph. Sentence beginning on second line should read: "The severity refers to phenomena such as organ damage or chromosome damage."

These errata were prepared by members of the scientific community in cooperation with members of the professional staff.

March, 1970